

May 8th, 1:45 PM - 2:00 PM

The Ab-Initio Aviation English Teacher: Developing Skill Sets for Trainers of Aviation English

Nei Bullock

English Plus LTS, Switzerland, info@neilbullock.ch

Follow this and additional works at: <https://commons.erau.edu/icaea-workshop>

Scholarly Commons Citation

Bullock, Nei, "The Ab-Initio Aviation English Teacher: Developing Skill Sets for Trainers of Aviation English" (2019). *International Civil Aviation English Association*. 11.
<https://commons.erau.edu/icaea-workshop/2019/day-1/11>

This Presentation is brought to you for free and open access by the Conferences at Scholarly Commons. It has been accepted for inclusion in International Civil Aviation English Association by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.

The Ab-Initio aviation English teacher – a way forward



Neil Bullock
ICAEA Conference, Tokyo – May 2019

The ab-initio Teacher

- Why technical language training is different
- Language & communication
- Teacher's role in AE
- What can we do?
- What more can we do?



Would you let an uncertified .



So what's wrong with my CELTA... ?



- Initial training: 12-48 months
- Pilots: 4-5 years
- ATCO: 3-4 years
- Engineer: 4-5 years



.... So
quali
surel

language can teach a language
(9835, 7.3.2)?

**If we apply
conventional
wisdom...**



Thus ...

- Professional activity that requires specialized training
- a complex blend of skill, knowledge and cultural awareness, combining physical components with mental and communicative processes.

(9835, 7.3.2)



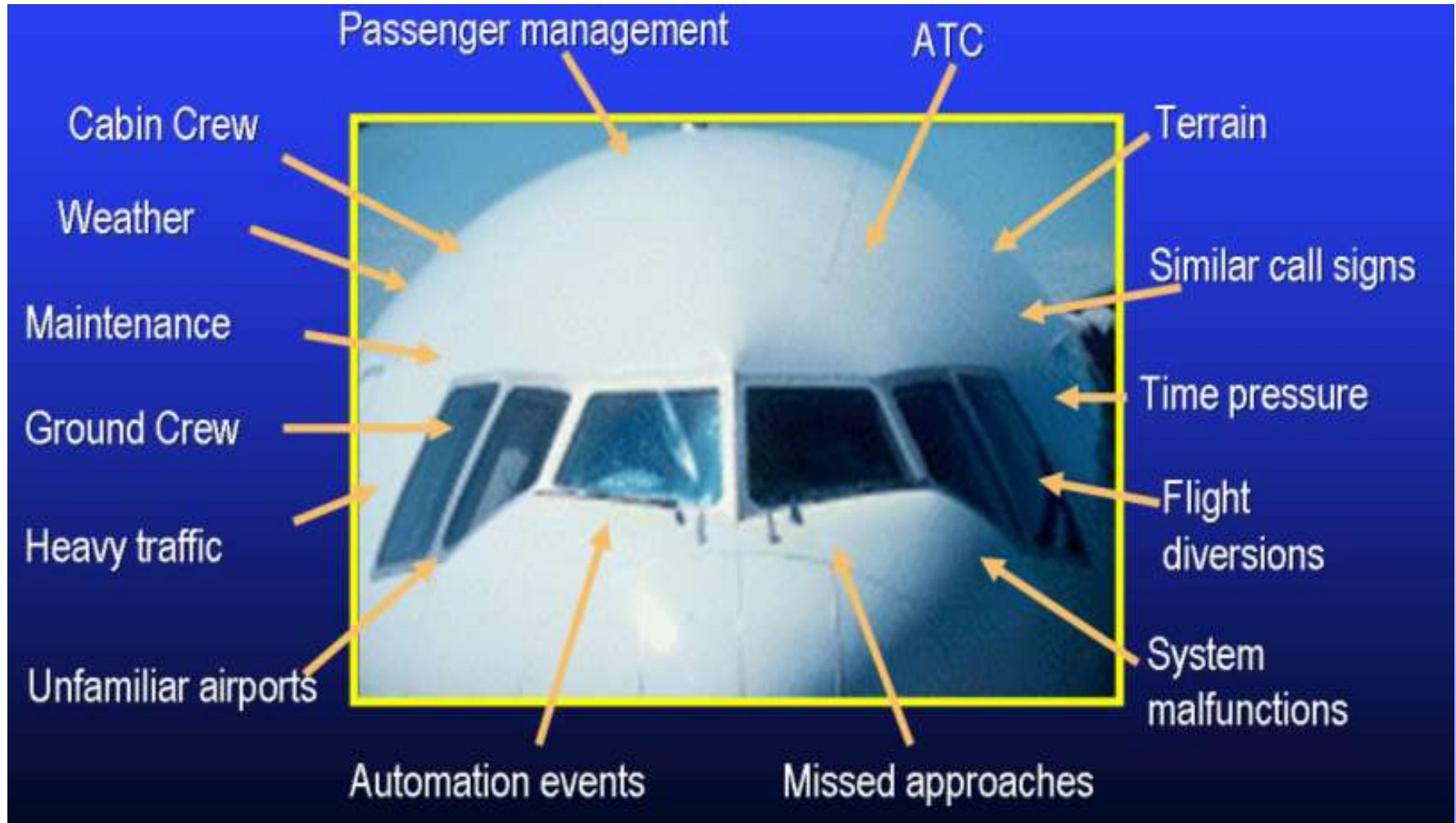
Training Pilots & ATCOs



- Because aviation language training is so **highly technical and specialized**, a language trainer needs a somewhat **lengthy apprenticeship** in order to gain familiarity with the **technical requirements** of radiotelephony communications. There are relatively **few language trainers who are adequately prepared** to manage the technical requirements of training pilots and air traffic controllers. When an organization has access to such trainers, their **value** to the organization should **not be underestimated**, as they may be **difficult to replace**.

(9835 - 7.7)

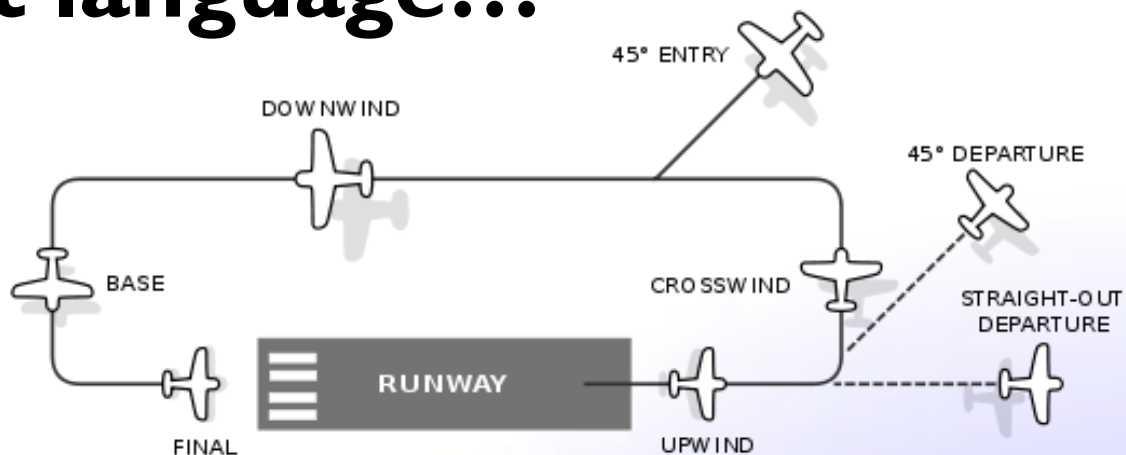
Aviation and its various domains



And the communication



More than just language...



What can we do?

- Studies – DELTA, MA, PhD
- Training Programmes
- Teaching & Testing Organisations
- Conferences
- Forums
- Networking
- Site visits & Familiarisation
- Work experience
- Sourcing technical/linguistic expertise.



What more should we be doing?

- 2-3 weeks with trained trainers
- Recognised certificate
- Inclusion of institutional stakeholders



Ab-initio Aviation Teacher Training -

Base components

- The communication of your learners
- Discourse analysis of real-life communication
- Language proficiency & the ICAO Scale
- Interplay - phraseologies & plain language
- Authentic & general materials
- Using technology in learning
- Enhancing technical knowledge
- Needs analysis
- Curriculum development



A word cloud of terms related to coaching and training, held in a pair of hands. The words are arranged in a cloud shape, with 'training' and 'coaching' being the largest. Other prominent words include 'development', 'motivation', 'knowledge', 'competence', 'goal', 'courses', 'help', 'support', 'learning', 'experience', 'skills', 'mindset', 'growth', 'success', 'achievement', 'confidence', 'communication', 'collaboration', 'creativity', 'critical thinking', 'decision making', 'emotional intelligence', 'interpersonal skills', 'problem solving', 'resilience', 'self-awareness', 'self-management', 'social skills', 'teamwork', 'time management', 'work-life balance', 'stress management', 'positive psychology', 'neuroscience', 'behavioral science', 'cognitive science', 'psychology', 'education', 'business', 'sports', 'arts', 'science', 'technology', 'innovation', 'entrepreneurship', 'leadership', 'management', 'marketing', 'sales', 'customer service', 'human resources', 'finance', 'law', 'medicine', 'engineering', 'architecture', 'design', 'writing', 'journalism', 'media', 'communications', 'public relations', 'event planning', 'project management', 'logistics', 'supply chain management', 'operations management', 'quality management', 'environmental management', 'social responsibility', 'corporate governance', 'ethics', 'compliance', 'risk management', 'information technology', 'data science', 'artificial intelligence', 'machine learning', 'robotics', 'autonomous vehicles', 'drones', 'nanotechnology', 'biotechnology', 'space exploration', 'defense', 'intelligence', 'cybersecurity', 'information security', 'privacy', 'digital rights', 'internet freedom', 'open access', 'open source', 'open data', 'open science', 'open education', 'open government', 'open justice', 'open culture', 'open innovation', 'open business', 'open economy', 'open society', 'open world', 'open future'. The hands are shown from the wrist up, palms facing up, holding the word cloud. The background is a solid light blue.

-

Benefits for aviation

- Context – communication – language
- Greater exposure to all components
- Skills for real-life (NOT the exam!)
- Contextualised > relevant > motivating
- Validate language training





Life is like
Riding
a Bicycle

to keep your balance
you must keep moving.

neilbullock@englishplus.ch

www.englishplus.ch

Linkedin

<https://www.icaea.aero/>

- Bullock, N. (2015). *Defining meaningful material for the teaching of English for aeronautical communications*. In A. Borowska & A. Enright, A. (Eds.) *Changing perspectives on Aviation English training*. Warsaw : Uniwersytet Warszawski.
- Bullock, N. (2017). *A re-evaluation of washback for learning and testing language in aeronautical communication*. ICAEA, Conference proceedings, Dubrovnik 2017, <http://commons.erau.edu/icaea-workshop/2017/monday/19> (accessed 1st August 2018).
- Douglas, D. (2000). *Assessing language for specific purposes*, Cambridge: CUP.
- Harmer, J. (2007) *The Practice of English Language Teaching*. 4th edition, Pearson Longman.
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hughes, A. (2003). *Testing for language teachers* (2nd edition). Cambridge: Cambridge University Press
- International Civil Aviation Organisation. (2009). *Cir 323 Guidelines for aviation English training programmes*, Montreal: ICAO.
- International Civil Aviation Organisation. (2010). *Doc 9835 Manual on the implementation of ICAO language proficiency requirements*. Montreal: ICAO.

- Alderson, C. J. (2009). Air safety, language assessment policy, and policy implementation: The case of aviation English. *Annual Review of Applied Linguistics*, 29, 168–187.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Flowerdew, L. (2013). Needs Analysis and Curriculum Development in ESP, in Knight, P. (2001). The Development of EFL methodology' in Candlin, C. N., & Mercer, N (eds.), *English language teaching in its social context*. London: Routledge, 147–166.
- Long, M. (2005) Methodological issues in learner needs analysis. In M. Long (ed.), *Second Language Needs Analysis*. 19 – 76. Cambridge : Cambridge University Press.
- Nickerson, C. (2005) Editorial. English as a lingua franca in international business contexts. *English for Specific Purposes* 24, 367 – 80.
- Paltridge, B., & Starfield, S. (Eds.). (2013). *The Handbook of English for Specific Purposes*, Chichester, UK: John Wiley & Sons.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Thornbury, S. (2008). *How to Teach Speaking*. Harlow: Pearson Longman.